

NCF

2013-14 Work Plan



New College of Florida

Work Plan Presentation for 2013-14 Board of Governors Review



INTRODUCTION

The State University System of Florida has developed three tools that aid in guiding the System's future.

- 1) *The Board of Governors' new Strategic Plan 2012-2025 is driven by goals and associated metrics that stake out where the System is headed;*
- 2) *The Board's Annual Accountability Report provides yearly tracking for how the System is progressing toward its goals;*
- 3) *Institutional Work Plans connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.

The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.

Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2013-14 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.



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MISSION STATEMENT (What is your purpose?)

New College offers an undergraduate liberal arts education of the highest quality in the context of a small, residential public honors college with a distinctive academic program¹ which develops the student's intellectual and personal potential as fully as possible; encourages the discovery of new knowledge and values while providing opportunities to acquire established knowledge and values; and fosters the individual's effective relationship with society.

¹ *New College's distinctive academic program includes the following practices: contracts negotiated between a student and their faculty advisor for each academic semester, stipulating goals, objectives, and criteria for certification; narrative evaluations for each student in every class and tutorial; each student is required to complete a senior thesis/senior project; each student passes a Baccalaureate Exam with a committee of three faculty.*

VISION STATEMENT (What do you aspire to?)

New College aspires to:

- a. Become the first choice of students who value academic rigor and intellectual exploration in equal measure.
- b. Maintain ranking within the top ten public undergraduate liberal arts colleges in the nation.
- c. Increase our percentage of under-represented students.
- d. Increase our endowment (capital campaign goals), diversify our sources of revenues.
- e. Integrate student life and academic life so that they are not competing realms but working together to support student success.

STATEMENT OF STRATEGY (How will you get there?)

Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.

As a honors liberal arts college that blends honors with innovative pedagogy, we compete for students against a diverse range of institutions including both innovative private colleges, such as Oberlin and Reed, and the honors programs embedded in large universities, such as UF and FSU. In order to succeed in this market niche, we must outperform our competitors in their areas of strength. We expect academic rigor as we encourage intellectual exploration and we customize each student experience to overcome their individual weaknesses while building on their strengths. Key to this effort is cultivating a spirit of entrepreneurship throughout our entire institution. Students should approach our contract system as the opportunity to gain real mastery and establish a foundation for their future profession or graduate studies. Faculty should be encouraged to innovate, both with respect to pedagogy and research. Internally, we must provide a robust support system for this entrepreneurial program. For students, this means integrating support services from all campus units into an effective whole. For faculty, it means continuity of professional development and support for interdisciplinary teaching and research that connects beyond the campus with the region. Externally, we must capture this entrepreneurial spirit through our integrated marketing campaign, and rededicating our Advancement team to increasing funding.



STRENGTHS AND OPPORTUNITIES (*within 3 years*)

What are your core capabilities, opportunities and challenges for improvement?

New College's strength has always been its clarity of mission: we deliver a world-class academic program to deserving undergraduate students. While we will always be the smallest unit in the SUS, we will identify conditions under which growth without loss of quality is feasible and adopt strategies for growth that is sustainable and incremental. Our brand must become more clearly associated with our high-touch, individualized, entrepreneurial learning model rather than simply honors undergraduate education. We may add masters programs in key areas, and do so without sacrificing brand clarity or changing our Carnegie classification. Similarly, we need to integrate on-line resources in ways that are appropriate to our specific educational culture. Finally, we must partner with other area institutions to expand educational opportunities for our students, and to achieve operational efficiencies. We are currently developing stronger ties to the other colleges and universities in our region (USF-Sarasota/Manatee, State College of Florida, FSU, Ringling College of Art and Design, and Eckerd College).

KEY INITIATIVES & INVESTMENTS (*within 3 years*)

Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.

1. Academic Quality: Research Participation. 100% of New College graduates complete a senior research thesis or creative project. This initiative provides a pathway along which students strengthen their preparation for research and creative work at every level, beginning in the first year. We are partnering with 6 colleges to share best practices and assess the senior thesis to improve teaching and learning. We will strengthen writing and critical inquiry skills to provide the foundation for successful research. We will correlate individual student experiences with assessments of their thesis work to gain insights that will improve teaching and thesis advising. We will emphasize model senior projects as a valued alternative to the 70-page written analytical thesis.

2. Operational Efficiency: Graduation Rates. Over the last 5 years, New College invested in first-year retention with the hope of improving the 4- and 6-year graduation rate. The six-year graduation rate was 68% in 2011 and 69% in 2012. We plan to sustain a 68% 6-year graduation rate through Spring 2016. We will continue to support student development of scholarly writing and critical thinking skills through the "Seminars in Critical Inquiry" early in their academic career in addition to adding critical assistance to upper division students. Academic Resource Center staff and librarians are offering additional targeted academic workshops and support services in strategic learning areas (writing, quantitative reasoning skills, interpersonal communication, and educational technology) to assist students with resources needed in courses as well as their senior thesis. Spring 2013 the campus launched a multiunit retention group to develop a more holistic approach to student success.

3. Return on Investment: Strengthening STEM Outcomes. New College is embarking on an initiative in data science and analytics, expanding instructional capacity in the emerging field of "big data" technology, and building on the success of our math and science programs. Faculty in computational science, computational political science, and bioinformatics will address student need in an interdisciplinary manner, and will offer a depth of study unavailable at other liberal arts colleges in Florida. Over the next four years, New College intends to increase the percentage of students in STEM fields from 25% to 35%.



KEY PERFORMANCE INDICATORS

The Board of Governors has selected the following Key Performance Indicators from its 2012-2025 System Strategic Plan and from accountability metrics identified by the Florida Legislature. The Key Performance Indicators emphasize three primary areas of focus: **Academic Quality, Operational Efficiency, and Return on Investment**. The indicators address common goals across all universities while also providing flexibility to address institution-specific goals from a list of metrics in the 2012-2025 System Strategic Plan.

The Goals Specific to Research Universities apply only to those universities classified by the Carnegie Foundation for the Advancement of Teaching as being a 'Research University'¹, which includes Florida A&M University (by university request), Florida Atlantic University, Florida International University, Florida State University, University of Central Florida, University of Florida, and the University of South Florida.

¹ The Carnegie Foundation for the Advancement of Teaching has developed a well-respected system of categorizing postsecondary institutions that includes consideration of each doctorate-granting university's research activities – for more information see [link](#).



KEY PERFORMANCE INDICATORS

Goals Common to All Universities

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
Academic Quality					
National Ranking for University and Programs					
Key initiative 2 (Seminars in Critical Inquiry, targeted academic workshops, multi-unit retention group) will improve our 6-year graduation rate, a key metric in national rankings. US News ranked New College #5 among all Public Liberal Arts Colleges in 2013					
Avg. SAT Score (for 3 subtests)	(21) ¹	1,946	1,890	1,890	1,890
Avg. High School GPA	0	4.0	4.0	4.0	4.0
Professional/Licensure Exam First-time Pass Rates ²					
Exams Above National/State Benchmark	n/a	x	x	x	x
Exams Below National/State Benchmark	n/a	x	x	x	x
Percent of Undergraduate Seniors Participating in a Research Course	n/a	A system-wide definition will be determined during the Summer of 2013.			
SUBTOTAL OF IMPROVING METRICS	0		x	x	x
Operational Efficiency					
Freshman Retention Rate	(4%)	83%	83%	84%	85%
FTIC Graduation Rates					
In 4 years (or less)	11%	57%	54%	54%	54%
In 6 years (or less)	12%	69%	68%	68%	68%
AA Transfer Graduation Rates ⁴					
In 2 years (or less)	(13%)	0%	15%	17%	19%
In 4 years (or less)	(12%)	50%	52%	54%	56%
Percent of Bachelor's Degrees Without Excess Hours	N/A	N/A	36%	46%	50%
Average Time to Degree (for FTIC)	(.3)	4.2 yrs	4.2 yrs	4.2 yrs	4.2 yrs
SUBTOTAL OF IMPROVING METRICS	2		x	x	x
Return on Investment					
Bachelor's Degrees Awarded	22%	179	200	177	179
Percent of Bachelor's Degrees in STEM	(6%)	25%	30%	32%	35%
Graduate Degrees Awarded	%Δ	x,xxx	x,xxx	x,xxx	x,xxx
Percent of Graduate Degrees in STEM	%Δ	xx%	xx%	xx%	xx%
Percent of Baccalaureate Graduates ⁵ Employed in Florida	(11%) ³	34% ³	30%	32%	35%
Percent of Baccalaureate Graduates ⁵ Continuing their Education in Florida	(9%) ³	7% ³	10%	12%	15%
Annual Gifts Received (\$M)	(4%)	\$ 2.07 M	\$ 3.60 M	\$ 3.00 M	\$ 6.50 M
Endowment (\$M)	(16%)	\$ 28.2 M	\$ 32.0 M	\$ 35.0 M	\$ 42.0 M
SUBTOTAL OF IMPROVING METRICS	1		x	x	x
TOTAL OF IMPROVING METRICS	3		x	x	x



KEY PERFORMANCE INDICATORS

Institution Specific Goals

Each university will select three metric goals from the following list of metrics included in the 2012-2025 System Strategic Plan:

Freshman in Top 10% of Graduating High School Class	Bachelor's Degrees in Areas of Strategic Emphasis
Percentage of Eligible Programs with Specialized Accreditation	Graduate Degrees in Areas of Strategic Emphasis
Bachelor's Degrees Awarded to Minorities	Number of Faculty Designated a Highly Cited Scholar
Number of Adult (age 25+) Undergraduates Enrolled	Seek and/or Maintain Carnegie's Community Engagement Classification (narrative goal)
Percent of Course Sections Offered via Distance and Blended Learning	Percentage of Students Participating in Identified Community and Business Engagement Activities
	Enrollment in Professional Training and Continuing Education Courses

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
Metric #1: Freshman in Top 10% of Graduating High School Class	(6%)	43%	45%	45%	45%
Metric #2a. Percentage of Students Participating in Identified Community and Business Engagement Activities – Internship ⁶	5%	46%	50%	50%	50%
Metric #2b. Percentage of Students Participating in Identified Community and Business Engagement Activities – Volunteer ⁶	10%	58%	60%	60%	60%
Metric #3. Bachelor's Degrees in Areas of Strategic Emphasis ⁷	(2%)	50%	50%	50%	50%
Goal 1. Prepare students for careers through activities of the Center for Career Education (CCE). CCE helps students prepare for careers through these mechanisms: identifying post baccalaureate opportunities available after a liberal arts college experience; educating students on the academic background and skills necessary to succeed in certain fields, businesses and industries; enhancing college partnerships by promoting excellence in local college-educated talent pool. The metrics for this goal will measure percentage of seniors participating in the activities of the CCE, the frequency of student participation in the programs of the CCE, and student satisfaction with the CCE.					
Percentage of Graduates Participated in Career Services Education Activities	(5%)	48%	50%	52%	56%
Frequency of Use of Career Services by Graduates	0%	1.8 ⁸	1.9	2.0	2.2
Graduates' Level of Satisfaction with Career Services	(22%)	1.8 ⁹	1.9	2.0	2.2
Goal 2. Writing and Critical Inquiry. Introduce first and second year students to the foundations of research, writing, and critical thinking to create the skills and scholarly preparation for successful research and writing within the discipline.					
Metric: Minimum % of Seminar in Critical Inquiry (SCI) students whose writing skills were less than satisfactory on the first paper who show improvement by the 4th paper on each of 14 learning outcomes. ¹⁰	N/A ¹¹	71%	72%	73%	74%



Notes:

- (1) SAT trends are based on 4 years.
- (2) Professional licensure pass rates are based on the 2011-12 Annual Accountability Report with data that span multiple time periods.
- (3) Percent of graduates employed and continuing their education is based on 2010-11 data from FETPIP.
- (4) The number of transfer students entering NCF each semester from FSC and CC is small and ranges widely - from 1-17 per semester since spring 2011. Because of the small number, AA transfer graduation rates show large swings from year to year.
- (5) New College prepares Florida undergraduates to attend the best graduate and professional degree programs in the U.S. FETPIP provides a good starting point, but does not give a complete metric for graduate school and professional school attendance. New College uses the National Clearinghouse database on graduate/professional school attendance which shows that 31% of 2011 NCF graduates attended graduate/professional school within one year of graduation. 68% of 2006 NCF graduates attended graduate/professional school within 5 years of graduation. FETPIP Florida employment data provides an initial indication but is limited to those graduates employed in Florida in the month of October following their graduation. Our direct survey of 2010 NCF graduates showed 37% were employed within one year of graduation.
- (6) Based on survey of graduating seniors.
- (7) NCF students graduate with an Area of Concentration (AOC). In 2009, the BOG designated specific NCF AOCs that qualify as Areas of Strategic Emphasis in the areas of STEM, Critical Needs Education, and Economic Development Globalization/Regional Needs.
- (8) Scale: 1 = Never used 2 = Used 1-2 times 3 = Used 3-5 times 4 = Used 6-10 times 5 = Used 11 or more times
- (9) Scale: 1 = Not adequately 2 = Adequately 3 = Very well
- (10) SCI student work is assessed based on 14 learning outcomes. This metric focuses on the students who begin the seminar with unsatisfactory writing skills – the weakest students. In 2011-12, between 71% -89% of these weak students showed improvement to college level baseline performance (or higher) on 9 of 14 learning outcomes. Another 60-67% of the weak students showed improvements to college level baseline performance (or higher) on 4 more of the outcomes. The criterion established for documented improvement was made stricter for academic year 2011-2012 than it had been the prior year. Thus the somewhat lower percentage of improving students reported in 2011-2012 compared to 2010-2011 reflects this more stringent accounting of improvements. Despite this change, the vast majority of these weakest students were still improving to acceptable levels, especially on the higher order thinking and writing skills assessed by the rubric. SCI courses are designed to improve writing and critical inquiry skills and improve retention. An additional goal is faculty development - training faculty in an effective pedagogy for improving student writing and critical inquiry. Many faculty teach SCI once, but do not repeat the same class a second time. Although those faculty tend to use the strategies in other classes, only the SCI classes are tracked for assessment purposes.
- (11) New College is unable to provide 5-year trend information. Seminar in Critical Inquiry (SCI) program started fall 2009.



OPERATIONS



FISCAL INFORMATION

University Revenues (*in Millions of Dollars*)

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Appropriations
Education & General – Main Operations						
State Funds	\$ 17.2	\$ 16.6	\$ 17.8	\$ 15.0	\$ 14.1	\$ 16.7
Tuition	\$ 4.0	\$ 4.5	\$ 4.7	\$ 5.6	\$ 5.6	n/a
TOTAL MAIN OPERATIONS	\$ 21.2	\$ 21.1	\$ 22.5	\$ 20.6	\$ 19.7	n/a
Education & General – Health-Science Center / Medical Schools						
State Funds	\$ xx.x					
Tuition	\$ xx.x	n/a				
TOTAL HSC	\$ xx.x	n/a				
Education & General – Institute of Food & Agricultural Sciences (IFAS)						
State Funds	\$ xx.x					
Tuition	\$ xx.x	n/a				
TOTAL IFAS	\$ xx.x	n/a				
EDUCATION & GENERAL TOTAL REVENUES	\$ 21.2	\$ 21.1	\$ 22.5	\$ 20.6	\$ 19.7	n/a

Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report). Actual tuition revenues are not yet available for the 2013-14 year.

OTHER BUDGET ENTITIES

Auxiliary Enterprises

Resources associated with auxiliary units that are self supporting through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers.

Revenues	\$ 5.5	\$ 5.8	\$ 5.9	\$ 6.5	\$ 6.4	n/a
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Contracts & Grants

Resources received from federal, state or private sources for the purposes of conducting research and public service activities.

Revenues	\$ 1.4	\$ 1.5	\$ 2.1	\$ 1.8	\$ 2.0	n/a
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Local Funds

Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee.

Revenues	\$ 4.1	\$ 4.6	\$ 4.7	\$ 4.5	\$ 4.5	n/a
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Faculty Practice Plans

Revenues/receipts are funds generated from faculty practice plan activities.

Revenues	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	n/a
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OTHER BUDGET ENTITY TOTAL REVENUES	\$ 11.0	\$ 11.9	\$ 12.7	\$ 12.8	\$ 12.9	n/a
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UNIVERSITY REVENUES GRAND TOTAL	\$ 32.2	\$ 33.0	\$ 35.2	\$ 33.4	\$ 32.6	n/a
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FISCAL INFORMATION (continued)

Undergraduate Resident Tuition Summary *(for 30 credit hours)*

	FY 2011-12 ACTUAL	FY 2012-13 ACTUAL	FY 2013-14 REQUEST	FY 2014-15 PLANNED	FY 2015-16 PLANNED
Base Tuition	\$3,100	\$3,100	\$3,152	\$3,152	\$3,152
Tuition Differential Fee	\$ 642	\$1,204	\$1,204	\$1,422	\$1,650
Percent Increase	15%	15%	1.2%	5%	5%
Required Fees¹	\$1,308	\$1,349	\$1,365	\$1,467	\$1,511
TOTAL TUITION AND FEES	\$5,050	\$5,653	\$5,721	\$6,041	\$6,313

Note 1: For more information regarding required fees see list of per credit hour fees and block fees on page 16.

Student Debt Summary

	2008-09 ACTUAL	2009-10 ACTUAL	2010-11 ACTUAL	2011-12 ACTUAL	2012-13 ESTIMATE
Percent of Bachelor's Recipients with Debt	41%	36%	32%	39%	40%
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$14,794	\$11,458	\$14,172	\$18,276 ²	\$15,346
Student Loan Cohort Default Rate (2nd Year)	3.3%	5.9%	1%	n/a	n/a
Student Loan Cohort Default Rate (3rd Year)	7.8%	6.9%	n/a	n/a	n/a

Note1: Student Loan cohort default data includes undergraduate and graduate students. 2: NCF's small number of students graduating with debt leads to large changes in average amount of debt based on a few students. The large increase in 2011-12 resulted in part from 5 graduates with loans ranging from 30K-100K.

Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2012-13)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	\$6,783	\$800	\$8,598	\$1,100	\$2,500	\$19,781
AT HOME	\$6,783	\$800	\$1,800	\$1,100	\$2,500	\$12,983

Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2012-13)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES		Avg. Net Cost of Attendance	Avg. Net Tuition & Fees	Average Gift Aid Amount	Average Loan Amount
	HEADCOUNT	PERCENT				
Below \$40,000	153	24%	\$9,058	(\$4,460)	\$10,838	\$2,917
\$40,000-\$59,999	72	11%	\$11,629	(\$1,927)	\$8,058	\$2,896
\$60,000-\$79,999	76	12%	\$13,390	\$197	\$6,081	\$2,268
\$80,000-\$99,999	61	9%	\$14,328	\$633	\$5,569	\$2,640
\$100,000 Above	236	37%	\$14,727	\$941	\$5,157	\$1,461
Missing	48	7%	N/A	\$1,459	\$4,817	\$1,328
TOTAL	646	100%	AVERAGE	\$12,869	(\$736)	\$6,948
						\$2,162

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2013. Please note that small changes to Spring 2013 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. The bottom-line **Average** represents the average of all full-time undergraduate Florida residents.



FISCAL INFORMATION (continued)

TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2012-13 academic year.

2012-2013 - 70% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
Writing Resource Center, Quantitative Resource Center, and Library Faculty	The Writing Resource Center (WRC) and Quantitative Resource Center (QRC) are located in Cook Library's Academic Resource Center (ARC).. Combined with Librarian services, these centers support student learning and research. WRC provided 706 individual writing conferences, 13 class presentations, 23 workshops and events, and 81 ISPs and tutorials. QRC held 413 tutoring sessions in mathematics and statistics and 253 meetings, primarily with thesis students. Librarians worked with students to develop their research skills, built collections in support of student learning and faculty research, and provided reference services in the library and throughout campus.
Seminars in Critical Inquiry, Adjunct Faculty	Seminars in Critical Inquiry provide first and second year students with writing, critical thinking, and research skills that support upper level research and learning. Five Seminars were taught during 2012-13. In addition, four faculty workshops offered faculty development in assessment of student learning, providing feedback on student papers, using rubrics, and embedding writing assignments in a syllabus. Adjunct faculty were used to replace teaching for faculty on assigned research, to add sections for oversubscribed courses, and to enhance curricular offerings. Adjuncts taught 40 classes during 2013-14
Pritzker Marine Science Program and Gender Studies Program	Pritzker Marine Science Program provides wet labs, aquaria, and curricula to support student learning and research about marine organisms and marine systems, as well as marine science community outreach. Gender Studies Program coordinates interdisciplinary studies through lectures, community events, and curricula. This included 35 cross-listed courses, 4 faculty presentations, 12 co-sponsored events, the first annual student symposium, and a new program advisor.
Library Electronic Resources: Wiley and SciFinder	These library resources provide access to scholarly journals in the natural sciences and social sciences and databases on chemical substances and reactions. Included are SciFinder Scholar and the statewide Wiley Online consortium license.
Additional Detail, where applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	11.60
Total Number of Advisors Hired or Retained (funded by tuition differential):	5
Total Number of Course Sections Added or Saved (funded by tuition differential):	44



2012-2013 - 30% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
Provided need-based aid	\$261,680
Additional Information (estimates as of April 30, 2013):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	64
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$4,089
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$81
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$13,000



FISCAL INFORMATION (continued)
TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,
& AVAILABLE BALANCES - FISCAL YEAR 2012-13 AND 2013-14

University Tuition Differential

Budget Entity: 48900100 (Educational & General)
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)

	Estimated Actual* 2012-13	-----	Estimated 2013-14	-----
FTE Positions:				
Faculty	11.60		11.60	
Advisors	5.00		5.00	
Staff	2.00		2.00	
Total FTE Positions:	18.60		18.60	
Balance Forward from Prior Periods				
Balance Forward	\$ 0-		\$ 0 -	
Less: Prior-Year Encumbrances	-		-	
Beginning Balance Available:	\$ 0-		\$ 0 -	
Receipts / Revenues				
Tuition Differential Collections	\$ 865,926 -		865,926-	
Interest Revenue - Current Year	-		-	
Interest Revenue - From Carryforward Balance	-		-	
Total Receipts / Revenues:	\$ 865,926-		\$ 865,926-	
Expenditures				
Salaries & Benefits	\$ 318,015-		\$ 318,900 -	
Other Personal Services	272,251-		222,000 -	
Expenses	13,980-		64,025-	
Operating Capital Outlay	-		-	
Student Financial Assistance	261,680-		261,000 -	
Expended From Carryforward Balance	-		-	
**Other Category Expenditures	-		-	
Total Expenditures:	\$ 865,926 -		\$ 865,926-	
Ending Balance Available:	\$ 0-		\$ 0 -	

*Since the 2012-13 year has not been completed, provide an estimated actual.

**Provide details for "Other Categories" used.

FISCAL INFORMATION (continued)



UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

University: New College of Florida

<u>Undergraduate Students</u>	Actual			Projected			
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Tuition:							
Base Tuition - (0% inc. for 2013-14 to 2016-17)	\$95.67	\$103.32	\$103.32	\$105.07	\$105.07	\$105.07	\$105.07
Tuition Differential (no more than 15%)	12.8	\$21.42	\$40.13	\$40.13	\$47.39	\$55.01	\$63.01
Total Base Tuition & Differential per Credit Hour	\$108.47	\$124.74	\$143.45	\$145.20	\$152.46	\$160.08	\$168.08
% Change	15.0%	15.0%	1.2%	5.0%	5.0%	5.0%	5.0%
Fees (per credit hour):							
Student Financial Aid ¹	\$4.78	\$5.16	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25
Capital Improvement ²	\$4.76	\$4.76	\$6.14	\$6.14	\$8.14	\$8.14	\$8.14
Activity & Service	\$16.65	\$16.65	\$16.65	\$16.65	\$17.48	\$18.35	\$19.26
Health	\$4.58	\$4.58	\$4.58	\$4.81	\$5.05	\$5.30	\$5.56
Athletic	\$4.97	\$6.28	\$6.28	\$6.41	\$6.73	\$7.06	\$7.41
Transportation Access							
Technology ¹	\$4.78	\$5.16	\$5.16	\$5.25	\$5.25	\$5.25	\$5.25
Green Fee (USF, NCF, UWF only)	\$0.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00
Student Life & Services Fee (UNF only)							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
Total Fees	\$40.52	\$43.59	\$44.97	\$45.51	\$48.90	\$50.35	\$51.87
Total Tuition and Fees per Credit Hour	\$148.99	\$168.33	\$188.42	\$190.71	\$201.36	\$210.43	\$219.95
% Change	13.0%	11.9%	1.2%	5.6%	4.5%	4.5%	4.5%
Fees (block per term):							
Activity & Service							
Health							
Athletic							
Transportation Access							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
Total Block Fees per term	\$0.00						
% Change	#DIV/0!						
Total Tuition for 30 Credit Hours	\$3,254.10	\$3,742.20	\$4,303.50	\$4,356.00	\$4,573.80	\$4,802.40	\$5,042.40
Total Fees for 30 Credit Hours	\$1,215.60	\$1,307.70	\$1,349.10	\$1,365.30	\$1,467.00	\$1,510.50	\$1,556.10
Total Tuition and Fees for 30 Credit Hours	\$4,469.70	\$5,049.90	\$5,652.60	\$5,721.30	\$6,040.80	\$6,312.90	\$6,598.50
\$ Change		\$580.20	\$602.70	\$68.70	\$319.50	\$272.10	\$285.60
% Change	13.0%	11.9%	1.2%	5.6%	4.5%	4.5%	4.5%
Out-of-State Fees							
Out-of-State Undergraduate Fee	\$588.63	\$609.23	\$609.23	\$609.23	\$609.23	\$609.23	\$609.23
Out-of-State Undergraduate Student Financial Aid ³	\$29.43	\$30.46	\$30.46	\$30.46	\$30.46	\$30.46	\$30.46
Total per credit hour	\$618.06	\$639.69	\$639.69	\$639.69	\$639.69	\$639.69	\$639.69
% Change		3.5%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	\$20,913.00	\$22,019.10	\$22,580.40	\$22,632.90	\$22,850.70	\$23,079.30	\$23,319.30
Total Fees for 30 Credit Hours	\$2,098.50	\$2,221.50	\$2,262.90	\$2,279.10	\$2,380.80	\$2,424.30	\$2,469.90
Total Tuition and Fees for 30 Credit Hours	\$23,011.50	\$24,240.60	\$24,843.30	\$24,912.00	\$25,231.50	\$25,503.60	\$25,789.20
\$ Change		\$1,229.10	\$602.70	\$68.70	\$319.50	\$272.10	\$285.60
% Change	5.3%	2.5%	0.3%	1.3%	1.1%	1.1%	1.1%
Housing/Dining⁴							
\$ Change		\$8,597.00	\$8,597.00	\$8,801.00	\$9,065.00	\$9,337.00	\$9,618.00
% Change	4.5%	0.0%	2.4%	3.0%	3.0%	3.0%	3.0%

¹ can be no more than 5% of tuition.

³ can be no more than 5% of tuition and the out-of-state fee.

² limited in statute.

⁴ combine the most popular housing and dining plans provided to students



ENROLLMENT PLANNING

Planned Growth by Student Type (*for all E&G students at all campuses*)

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL HEADCOUNT		2013-14 PLANNED HEADCOUNT		2014-15 PLANNED HEADCOUNT		2015-16 PLANNED HEADCOUNT	
UNDERGRADUATE									
FTIC (Regular Admit)	19%	740	88%	721	88%	725	88%	730	88%
FTIC (Profile Admit)	200%	6	1%	6	1%	6	1%	6	1%
AA Transfers*	(7%)	38	5%	35	4%	35	4%	35	4%
Other Transfers	(28%)	58	7%	60	7%	61	7%	61	7%
Subtotal	13%	842	100%	822	100%	827	100%	832	100%
GRADUATE STUDENTS									
Master's	%Δ	XXX	xx%	XXX	xx%	XXX	xx%	XXX	xx%
Research Doctoral	%Δ	XXX	xx%	XXX	xx%	XXX	xx%	XXX	xx%
Professional Doctoral	%Δ	XXX	xx%	XXX	xx%	XXX	xx%	XXX	xx%
Subtotal	%Δ	XXX	100%	XXX	100%	XXX	100%	XXX	100%
NOT-DEGREE SEEKING	%Δ	X,XXX		X,XXX		X,XXX		X,XXX	
MEDICAL	%Δ	X,XXX		X,XXX		X,XXX		X,XXX	
TOTAL	%Δ	842		822		827		832	

Note*: AA transfers refer only to transfers from the Florida College System.

Planned Growth by Method of Instruction (*for all E&G students at all campuses*)

	5 YEAR TREND (2006-07 to 2011-12)	2011-12		2013-14		2014-15		2015-16	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
UNDERGRADUATE									
DISTANCE (>80%)	%Δ	X,XXX	xx%	X,XXX	xx%	X,XXX	xx%	X,XXX	xx%
HYBRID (50%-79%)	%Δ	X,XXX	xx%	X,XXX	xx%	X,XXX	xx%	X,XXX	xx%
TRADITIONAL (<50%)	0%	717	100%	694	100%	698	100%	702	100%
TOTAL	%Δ	717	100%	694	100%	698	100%	702	100%
GRADUATE									
DISTANCE (80%)	%Δ	X,XXX	xx%	X,XXX	xx%	X,XXX	xx%	X,XXX	xx%
HYBRID (50%-79%)	%Δ	X,XXX	xx%	X,XXX	xx%	X,XXX	xx%	X,XXX	xx%
TRADITIONAL (<50%)	%Δ	X,XXX	xx%	X,XXX	xx%	X,XXX	xx%	X,XXX	xx%
TOTAL	%Δ	X,XXX	100%	X,XXX	100%	X,XXX	100%	X,XXX	100%

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional (and Technology Enhanced)** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more than 49%* of instruction (per SUDS data element 2052).



ENROLLMENT PLANNING (continued)

Statutorily Required Enrollment Plan (*Based on State-Fundable Florida FTE*)

	Funded 2012-13	Estimated Actual 2012-13	Funded 2013-14	1 st Year Estimated 2013-14	2 nd Year Planned 2014-15	3 rd Year Planned 2015-16	4 th Year Planned 2016-17	5 th Year Planned 2017-18	5-Year Projected Average Annual Growth Rate
<i>Florida Resident</i>									
LOWER	124	166	124	151	152	153	154	155	0.5%
UPPER	419	437	419	435	437	440	443	445	0.5%
GRAD I									
GRAD II									
TOTAL	543	602	543	586	589	593	597	600	
<i>Non-Resident</i>									
LOWER	n/a	23	n/a	28	28	28	28	29	0.5%
UPPER	n/a	78	n/a	80	81	81	82	82	0.5%
GRAD I									
GRAD II									
TOTAL	113	100	113	108	109	109	110	111	
<i>TOTAL</i>									
LOWER	n/a	188	n/a	179	180	181	182	184	0.5%
UPPER	n/a	514	n/a	515	518	521	525	527	0.5%
GRAD I									
GRAD II									
TOTAL	656	702	656	694	698	702	706	710	0.5%
TOTAL (US FTE)	875	937	875	925	930	936	942	947	0.5%

Medical Student Headcounts (*FTE does not apply*)

<i>Medical Doctorate</i>									
FLORIDA RESIDENT	XXX	%							
NON-RESIDENT	XX	%							
TOTAL	XX	%							
<i>Dentistry</i>									
FLORIDA RESIDENT	XXX	%							
NON-RESIDENT	XX	%							
TOTAL	XX	%							
<i>Veterinary</i>									
FLORIDA RESIDENT	XXX	%							
NON-RESIDENT	XX	%							
TOTAL	XX	%							
<i>Pharmacy</i>									
FLORIDA RESIDENT	XXX	%							
NON-RESIDENT	XX	%							
TOTAL	XX	%							



ACADEMIC PROGRAM COORDINATION

New Programs To Be Considered by University in 2013-14 for Implementation

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Biological and Physical Sciences	30.0101	STEM	USF, UWF		175	Nov. 2013
Environmental Studies	03.0103	STEM	FGCU, FIU		30	Nov. 2013

MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS

DOCTORAL PROGRAMS

New Programs To Be Considered by University in 2014-16 for Implementation

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						

MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS

Discussions will begin in 2013-14	Nov. 2015
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DOCTORAL PROGRAMS



KEY PERFORMANCE INDICATOR DEFINITIONS

Goals Common to All Universities	
Academic Quality	
National Ranking for University and Program(s)	Describe plans for increasing national preeminence of University and select programs.
Avg. SAT Score (for 3 subtests)	The average SAT score for all three subtests (reading, mathematics and writing) for Admitted & Registered FTIC (B,E) students (Fall only).
Avg. HS GPA	The average HS GPA for Admitted & Registered FTIC and early admit (B,E) students. Max score is 5.0.
Professional/Licensure Exam First-time Pass Rates Exams Above National/State Benchmark Exams Below National/State Benchmark	The number of exams with first-time pass rates above and below the national or state average, as reported in the 2011-12 Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.
Percent of Undergraduate Seniors Participating in a Research Course	This metric represents the percentage of seniors who enrolled in a Research course during their last year. Board staff will work with University officials during the summer of 2013 to determine a system-wide definition of 'a research course'.
Operational Efficiency	
Freshman Retention Rate	The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the <u>same</u> institution in the following fall term as reported in the 2011-12 Accountability report (table 4B) – see link .
FTIC Graduation Rates In 4 years (or less) In 6 years (or less)	As reported in the 2011-12 Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
AA Transfer Graduation Rates In 2 years (or less) In 4 years (or less)	As reported in the 2011-12 Accountability report (table 4E), AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the second or fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
Percent of Bachelor's Degrees Without Excess Hours	As reported in the 2011-12 Accountability report (table 4J), the percentage of baccalaureate degrees awarded within 110% of the hours required for a degree. This metric computes total academic credit (minus exemptions per 1009.286, F.S.) as a percentage of catalog hours required for the students major.
Average Time to Degree (for FTIC)	This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.



Return on Investment

Bachelor's Degrees Awarded	This is a count of baccalaureate degrees awarded as reported in the 2011-12 Accountability Report (table 4G) – see link .
Percent of Bachelor's Degrees in STEM	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2011-12 Accountability Report (table 4H) – see link .
Graduate Degrees Awarded	This is a count of graduate degrees awarded as reported in the 2011-12 Accountability Report (table 5B) – see link .
Percent of Graduate Degrees in STEM	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2011-12 Accountability Report (table 5C) – see link .
Percent of Baccalaureate Graduates Employed in Florida	This is the percentage of baccalaureate graduates with valid social security numbers that are employed in Florida during the Oct-Dec fiscal quarter based on FETPIP data – see link .
Percent of Baccalaureate Graduates Continuing their Education (in FL)	This is the percentage of baccalaureate graduates with valid social security numbers that are continuing their education in Florida during the Oct-Dec fiscal quarter based on FETPIP data – see link .
Annual Gifts Received (\$M)	As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at www.cae.org/vse .) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS.
Endowment (\$M)	Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009).

Goals Specific to Research Universities

Academic Quality

Faculty Awards

Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see [link](#).

National Academy Members

The number of National Academy members included in the National Academy of Sciences, National Academy of Engineering, and the Institute of Medicine. As reported by the Top American Research Universities – see [link](#).

Number of Post-Doctoral appointees

As submitted to the National Science Foundation Survey of Graduate Students and Postdoctorates in Science & Engineering (also known as the GSS) – see [link](#).



Number of Science & Engineering Disciplines nationally ranked in Top 100 for research expenditures

The number of Science & Engineering disciplines the university ranks in the top 100 (for public and private universities) based on the National Science Foundation's annual survey for R&D expenditures, which identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences). Historically NSF provided these rankings (see tables 45-61 at [link](#)), but now data must be queried via WebCASPAR – see [link](#).

Return on Investment

Total Research Expenditures (\$M)

Total expenditures for all research activities (including non-science and engineering activities) as reported on the NSF annual survey and the 2011-12 Accountability Report – see [link](#).

Science & Engineering Research Expenditures in non-medical/health sciences

This metric reports the Science & Engineering total R&D expenditures minus the research expenditures for medical sciences as reported by the National Science Foundation. Historically NSF provided these data (see [link](#), table 36 *minus* table 52), but now data must be queried via WebCASPAR – see [link](#).

Percent of R&D Expenditures funded from External Sources

The percentage of total R&D expenditures that come from Federal, Private Industry and Other sources (does not include State or Institutional funds) as reported in the 2011-12 Accountability Report (table 6A) – see [link](#).

Patents Issued

The number of patents issued in the fiscal year as reported in the 2011-12 Accountability Report (table 6A) – see [link](#).

Licenses/Options Executed

Licenses/options executed in the fiscal year for all technologies as reported in the 2011-12 Accountability Report (table 6A) – see [link](#).

Licensing Income Received (\$M)

License issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia. Data as reported in the 2011-12 Accountability Report (table 6A) – see [link](#).

Number of Start-up Companies

The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the 2011-12 Accountability Report (table 6A) – see [link](#).

National rank is higher than predicted by Financial Resources Ranking based on US News & World Report

This metric compares the overall national university ranking to the financial resources rank as reported by the US News and World report.

Research Doctoral Degrees Awarded

The number of research doctoral degrees awarded annually as reported in the 2011-12 Accountability Report (table 5B) – see [link](#)

Professional Doctoral Degrees Awarded

The number of professional doctoral degrees awarded annually as reported in the 2011-12 Accountability Report (table 5B) – see [link](#)